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ABSTRACT
         A study was conducted to describe the population of
alternative models for comprehensive school reform in the region served by
Mid-continent Research for Education and Learning (McREL). The study
addressed the questions of whether schools that did not propose to adopt
widely known or implemented reform models were able to design a reform
process that met current thinking about effective reform as evidenced by the
nine criteria specified for acceptable Comprehensive School Reform
Demonstration (CSRD) applications. Of particular concern was the presumed
lack of availability of technical assistance in the rural areas of the
central United States served by McREL for alternative models compared to that
typically provided by developers of nationally known models. Contrary to
expectations, however, an examination of CSRD applications submitted (56
funded and 109 nonfunded) suggest that sites selecting alternative models
were not judged as lacking in planned technical assistance. Further study as
CSRD programs are implemented in these schools will indicate the degree to
which the applications match practice. One appendix contains a rubric for
rating alternative model applications, and the other contains descriptions of
the alternative models studied. (Author/SLD)

BEYOND THE LIST:
SCHOOLS SELECTING
ALTERNATIVE CSR MODELS

McREL
Making a
Difference

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BEYOND THE LIST:
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BEYOND THE LIST: SCHOOLS SELECTING ALTERNATIVE CSR MODELS

ABSTRACT

Due to the rural nature of the Central States, McREL staff and state CSRD coordinators in the region were concerned that schools in remote areas, in particular, in North Dakota and South Dakota, might have limited access to model developers. As a result, they might need to develop their own reform models, or at least adopt alternative approaches to reform, when seeking Comprehensive School Reform Demonstration (CSRD) funds. The purposes of this study, therefore, is to describe the population of alternative models in the region and to identify any factors in applications that might guide services to these schools.

This study addresses the question of whether schools that did not propose to adopt widely-known or implemented reform models were able to design a reform process that met current thinking about effective reform as evidenced by the nine criteria specified for acceptable CSRD applications. Of particular concern was the presumed lack of availability of technical assistance for alternative models compared to that typically provided by developers of nationally known models. Contrary to these concerns, however, an examination of CSRD applications suggests that sites selecting alternative models were not judged as lacking in planned technical assistance. Further study as CSRD is implemented in these schools will indicate to what degree the applications match practice.

INTRODUCTION

In 1998, Congress appropriated funds to support schools that needed to substantially improve in student achievement, particularly Title I schools, through the Comprehensive School Reform Demonstration (CSRD) program (Fiscal Year 1998 Appropriations Act for the U.S. Department of Education, Public Law 105-78). In establishing this program, Congress and the President recognized the need for comprehensive school reform and the potential for the wider use of research-based models that had a track record for improving student performance and that had been successfully implemented in multiple sites (U.S. Department of Education, 1998). Seventeen examples of such models were included in this legislation. While applicants for the CSRD funds were not required to select one of the models listed as examples in the legislation, they were required to describe how their proposal incorporated the nine defining components of a comprehensive school reform program, namely:

- a comprehensive design aligning all school functions and programs into a plan that enables all students to meet challenging state standards;

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- use of innovative strategies and proven methods for student learning, teaching and school management;

- high quality and continuous teacher and staff professional development;

- measurable goals and benchmarks tied to state and student performance standards;

- support from faculty, administrators and staff;

- meaningful involvement of parents and community;

- use of high-quality, external technical support and assistance from a comprehensive school reform entity with experience or expertise in school-wide reform and improvement;

- evaluation plan for monitoring implementation of the reforms and student achievement results; and

- coordination of financial and other resources to support and sustain the schools' reform effort.

By the Fall of 1999, approximately 75 percent of the CSRD grant recipients nationwide had selected catalogued models to assist with their school reform (Hagans, Lane & Wright, 1999). These models include the 17 examples of models listed in the legislation as well as the models reviewed in two guides or catalogues for educators (i.e., the NWREL's *Catalog of School Reform Models* (Northwest Regional Educational Laboratory, 1998) and American Institutes for Research (AIR) *An Educator's Guide to Schoolwide Reform* (Educational Research Service, 1999). Developers of these models offered widely varied kinds and levels of support at differing costs to those schools selecting them. Thus, selecting a well-established, widely used model was appealing to many schools. However, a survey conducted by the Education Commission of the States suggested that schools in largely rural states such as North Dakota and South Dakota, might have to develop their own models because known model developers, such as Success for All and Accelerated Schools, were not able to effectively deliver their services in these states (Dahlkemper, 1998). Given this prediction, and the relatively rural nature of the Central Region served by McREL, it seemed important for the Laboratory staff to better understand the nature of the alternative approaches proposed by these schools.

RESEARCH QUESTIONS

McREL staff were interested in the relationship between locale and the choice of reform approach, specifically whether rural sites would be less likely to select a better-known model. Thus, the following research questions were addressed in the present study:

- What does the population of CSRD-funded schools in the central region using alternative models look like?

- Do rural sites tend to select alternative models more frequently than non-rural sites?

- How do the numbers and types of models selected by funded CSRD applicants in Central Region states compare to those of applicants across the nation?

- How do the non-funded applications in the Central Region compare to funded applications in type of model selected? (Was the proportion of alternative models the same among funded and non-funded applications?)

- Is availability of ongoing technical assistance adequately addressed in alternative model applications and, in particular, what type of district support is indicated?

- How comprehensive are the reforms described in the applications from sites selecting alternative models (i.e., are the nine elements addressed)?

For the purposes of this study, comprehensive school reform models were classified according to a scheme used by Hagans, Lane & Wright (1999) in their briefing paper on the first round of CSRD grants. Hagans et al. (1999) classified reform models into three types: (1) models listed in Legislation, NWREL's *Catalogue of School Reform Models* (NWREL, 1998), or AIR's *An Educators Guide to Schoolwide Reform* (Educational Research Service, 1999); (2) skill- and content-based models listed in NWREL's *Catalog of School Reform Models* (NWREL, 1998); or (3) models not listed in legislation or either the NWREL Catalogue or AIR's Guide.[1] In the present study, groups (1) and (2) are used as criteria for defining **better-known models**, and group (3) is used as the criterion for defining **alternative models**. Criteria for inclusion in NWREL's *Catalog* include evidence of effectiveness in improving student academic achievement, extent of replication, implementation, assistance provided to schools, and comprehensiveness. Thus, it seems likely that those models not listed in the catalog may lack one of those important characteristics, which could, in turn, hamper school's efforts to implement these models.

METHOD

Sample

All applications submitted in the first round of the Demonstration Program in the seven-state region served by McREL (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming) were included in this study. Table 1 shows that during this period

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[1] Only models that were adopted by five or more schools were included in NWREL's classification.

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(August 31, 1998 to May 17, 1999) there was a total of 56 funded and 109 non-funded applications across the seven states. Six of the funded applications requested funds to support multiple schools (two or more).

Table 1
Summary of Central Region CSRD Applications

State	Submitted Applications	Funded Applications	Schools	Nonfunded Applications*
Colorado	52	18	22	34
Kansas	50	16	17	34
Missouri	32	8	8	24
Nebraska	6	2	3	4
North Dakota	13	4	6	9
South Dakota	4	2	2	2
Wyoming	8	6	7	2
Total	167	56		109

* Number of non-funded applications is the same as number of schools involved.

Fifteen sites (27%) in the Central Region selected an **alternative** model (N = 15). This regional distribution is comparable to the 25 percent of sites nationwide that selected a model not listed in the legislation or the two resource guides (Hagan, Lane, & Wright, 1999).

Data Collection

A rubric was developed to rate the applications on key aspects of a comprehensive approach to reform. Comprehensive was defined using the nine legislated components of comprehensive school reform in the CSRD grant application. The rubric used a 3-point scale for each component anchored by (1) no or little evidence of the component in the application, and (2) two or more sources of evidence indicating the presence of the component in the application. Criteria for determining a score of 1, 2, or 3 for each component were developed from the literature in each of the nine areas. (See Appendix A for a copy of the rubric.) To calibrate researchers' use of this rubric, a pilot test was conducted on four randomly chosen, non-funded applications involving alternative models. Subsequent discussion among raters established the rating levels used in the study. At least two researchers rated each application and each researcher was paired with each of the other researchers on a portion of the applications reviewed.

Demographic data describing the sites involved in each application (total students, free and reduced lunch (FRL), locale, grade level, and ethnicity) were obtained from the 1997-1998 Common Core of Data, a program of the U.S. Department of Education's National Center for

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Educational Statistics. Data on district support to the schools were collected from the funded grant applications. Consistent types of district support had been identified in a previous review of the applications. Each application was coded as to whether or not the proposed CSRD program included these types of district support.

Demographics, Type of Model, and Locale

Key demographic data for the alternative model sites and the better-known sites is presented in Table 2. Table 3 lists the nine different alternative models chosen by the 15 sites in this group. Sites that adopted a better-known model have a mean number of 362 students (SD = 201). The average percent of free and reduced lunch students are 54 (SD = 19). Furthermore, the majority of students are white (mean percent = 54, SD = 33). Sites that selected an alternative model have a mean number of 551 students (SD = 306). In addition, the average percent of students who qualify for free and reduced lunch is 47 (SD = 25). Lastly, the majority of students are white (mean percent = 62, SD = 31) (Table 3).

Table 2
Demographics of CSRD Funded Sites in the Central Region

Student Ethnicity/Race	Model Type			
	Better Known Models (N=40)		Alternative Models (N=15)	
	Mean	SD	Mean	SD
Total Number of Students*	362	201	551	306
Percent of FRL Students	54%	19	47%	25
Percent of Hispanic Students	17%	23	21%	24
Percent of White Students	58%	33	62%	31
Percent of American Indian/ Alaskan**	11%	27	.01%	.02
Percent of Asian Students	.02%	.03	.03%	.04
Percent of Black Students	12%	18	13%	19

* $p \leq .01$
** $p \leq .05$

A cross-tab analysis on locale indicated non-significant differences in the distribution of alternative model sites compared to better-known model sites across locales. The results reported in Table 4 show that the majority of sites with better-known models are located in Small Towns (36.6%) followed by Large City and Rural settings (19.5% each), Mid-size City (17%), and

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Urban Fringe of Large City locations (7.3%). Conversely, the majority of alternative model sites are in a Mid-size City (46.7%), followed by Small Town (20%), Large City (13.3%), and then evenly spread out over Urban Fringe of Large City, Large Town, and Rural areas. Taken as a whole, however, Chi Square tests indicated that there was no statistically significant association between the type of model chosen and locale, X^2 (5, $\underline{N}$ = 56) = 8.89, $\underline{p}$ = .11).

Table 3
Alternative Models Selected

Alternative Model	Number of Sites
California Early Literacy Learning	2
The Learning Network	4
Literacy Learning Coalition	1
Nexus Cluster Model	1
First Things First	2
Project Construct	2
The Instruction and Learning Profile	1
Renaissance Program	1
Collaborative Literacy Intervention/First Steps	1

A series of independent measure t-tests was conducted to compare the means of better-known model and alternative model sites on these demographic variables. The results of the t-tests indicate that there were significant differences between sites in the total number of students and percentage of American Indian and Alaskan students. Sites that adopted an alternative model tended to have a larger student population than sites with better-known models ($\underline{t}$ (53) = 2.67, $\underline{p}$ < .01). On the other hand, sites with better-known models tended to have a larger proportion of American Indian and Alaskan students than sites with alternative models ($\underline{t}$ (53) = 2.39, $\underline{p}$ < .05). The larger mean size of total students for alternative model sites was an unexpected finding since we hypothesized that more isolated, typically smaller sites would select alternative models.

Table 4
Distribution of Funded CSRD Applications by Locale

Demographic Information	Model Category	
	Better-known Models (N=41)	Alternative Models (N=15)
Locale		
Large City	19.5%	13.3%
Mid-size City	17.1%	46.7%
Urban Fringe of Large City	7.3%	6.7%
Large Town/Small Town	36.6%	26.7%
Rural	19.5%	6.7%

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Funded Versus Non-funded

An analysis of the non-funded applications (N = 107) in Central Region states showed that 52.3 percent of the sites submitted applications to fund alternative comprehensive reform programs compared to 27 percent (N = 15) of the funded sites that applied for funds to support an alternative model. A Chi Square test indicated that there is a statistically significant association between funding and the type of model selected (X^2 (1, $\underline{N}$ = 163) = 6.65, $\underline{p}$ < .01). Non-funded applications included a larger proportion of alternative models than did funded applications.

District Support

In the McREL region, there was a concern about the availability of support for sites that selected an alternative model. The assumption was that alternative model sites would lack the support provided by developers of the better-known models and, therefore, district support would be very important to the success of the reform. Table 5 lists 12 kinds of district support identified and coded: (1) public relations, (2) consultation and technical assistance, (3) compilation, analysis, and reporting of data, (4) staff scheduling, (5) hiring for new positions, (6) professional development, (7) funding for site visits to other schools, (8) allocating funds at the end of CSRD, (9) verbal commitment for support past CSRD, (10) monitoring of grant funds, (11) supplemental financial support during CSRD, and (12) relaxation or waiver of district regulations.

To examine the relationship between district support and the type of model chosen, frequency counts were taken for the 12 categories of support. The most common types of district support given to sites that selected an alternative model were consultation and technical assistance (80%); professional development opportunities (66.7%); compilation, analysis, and reporting of data on implementation and student achievement (53.3%); and flexibility in staff scheduling (e.g., pay for substitutes, early release time for workshops) (40%).

Likewise, Table 5 shows that these were the most common types of district support for sites that selected a better-known model. Furthermore, cross-tab analyses on district support and model selection were conducted. Chi Square tests indicated that the only significant association between model type and district support existed for hiring for new positions (X^2 (1, $\underline{N}$ = 55) = 4.58, $\underline{p}$ < .05). Ten sites (25%) selecting better-known models indicated this type of support from districts compared to none of the sites selecting alternative models.

Table 5
District Support

District Support	Model Category	
	Better Known Models (N=40)	Alternative Models (N=15)
Public relations	(27.5%)	(33.3%)
Consultation and technical assistance	(67.5%)	(80.0%)
Compilation, analysis and reporting of data	(47.5%)	(53.3%)
Staff scheduling	(42.5%)	(40.0%)
Hiring for new positions	(25.0%)	0
Professional development	(72.5%)	(66.7%)
Funding for site visits to other schools	(12.5%)	(13.3%)
Allocating funds at the end of CSRD	(10.0%)	(13.3%)
Verbal commitment for support past CSRD	(12.5%)	(6.7%)
Monitoring of grant funds	(15.0%)	0
Additional financial support during 3years	(65.0%)	(40.0%)
Relaxation or waiver of district regulations	(2.5%)	(13.3%)

CSRD Components in Funded Applications with Alternative Models

Use of the rubrics described earlier to rate the alternative model applications on the nine CSR components reveals that the mean ratings fell between two and three on the 3-point scale. The results in Table 6 show the mean score for each individual CSRD component.

Table 6
Ratings of CSRD Components of Funded Sites with Alternative Models (N=15)

CSRD Component	Mean	Standard Deviation
Effective, research-based methods and strategies	2.57	.62
Comprehensive design with aligned components	2.77	.42
Professional development	2.70	.53
Measurable goals and benchmarks	2.53	.64
Support within the school	2.77	.42
Parental and community involvement	2.67	.45
External technical support and assistance	2.77	.56
Evaluation strategies	2.70	.46
Coordination of resources	2.13	.86

The CSRD component with the lowest mean rating was *coordination of resources* (M=2.13). In addition, the highest assessed CSRD components across all of the sites that chose an alternative model were *comprehensive design with aligned components, support within the school*, and *external technical assistance* (M=2.77). Thus the concern that these sites would lack opportunity for technical assistance or could not design a comprehensive reform were not evidenced in this sample.

Table 7 is a summary of the nine CSRD criteria scores for each application that selected an alternative model. Each of these nine alternative models is described in Appendix B. None of the alternative models is a locally-developed, school-based model, although one, the Nexus Cluster Model, is a close adaptation of a previously developed approach. One, First Things First, was developed within a large urban district and is described as a "framework" for reform rather than a model. The remaining seven operate across the nation to some degree. The amount of technical assistance any of the nine can offer to local schools varies considerably.

Table 7
Sites with Alternative Models

Model		CSRD Component								
	Effective Strategies	Design	Professional Development	Goals & Benchmarks	Support within a School	Parent Involvement	Coordination of Resources	Evaluation	External Support	Total
The Learning Network										
SITE 1	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	27.00
SITE 2	3.00	3.00	3.00	3.00	2.50	3.00	1.00	3.00	3.00	24.50
SITE 3	2.00	3.00	3.00	1.50	3.00	3.00	1.00	2.50	3.00	22.00
SITE 4	3.00	3.00	3.00	1.00	3.00	3.00	2.00	2.00	3.00	23.00
First Things First										
SITE 5	3.00	3.00	2.50	3.00	2.00	2.50	3.00	2.50	3.00	24.50
SITE 6	3.00	3.00	3.00	3.00	3.00	2.50	3.00	2.50	3.00	26.00
Project Construct										
SITE 7	1.50	2.00	2.50	2.50	3.00	2.00	2.50	3.00	3.00	22.00
SITE 8	2.50	2.00	2.50	2.50	3.00	3.00	3.00	2.50	2.50	23.50
The Instruction and Learning Profile										
SITE 9	1.00	3.00	2.50	3.00	2.00	2.00	1.00	3.00	3.00	20.50
California Early Literacy Learning										
SITE 10	2.50	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	26.00
SITE 11	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	27.00
Nexus Cluster Model										
SITE 12	2.50	3.00	3.00	2.00	2.00	2.00	1.00	3.00	1.00	19.50
Renaissance Program										
SITE 13	2.50	2.00	1.00	2.00	3.00	2.00	1.50	1.50	2.00	17.50
CELL/First Steps										
SITE 14	3.00	3.00	2.50	3.00	3.00	3.00	2.00	3.00	3.00	25.50
Literacy Learning Coalition										
SITE 15	3.00	3.00	3.00	2.50	3.00	3.00	2.00	3.00	3.00	25.50
OVERALL MEANS	2.57	2.77	2.70	2.53	2.77	2.67	2.13	2.70	2.77	23.60

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CONCLUSION

The purpose of this study was to compare demographics of schools/districts in the Central Region that identified alternative models in their CSRD applications and to assess characteristics of these applications that would shape the technical assistance a Regional Laboratory should deliver to these schools. Examination and analysis of these schools' applications from the first round of CSRD funding provided answers to the following research questions:

What does the population of CSRD funded schools in the Central Region using alternative models look like?

Alternative models were selected by 15 of the 56 schools receiving CSRD funds in the Central Region during the first round of funding. The average enrollment in these schools was 550 students, as contrasted with 362 students in better-known model sites. This difference is statistically significant. The majority of these students are white with 47 percent qualifying for free and reduced lunch. Alternative model sites had significantly fewer (.01%) American Indian students than better-known sites (11%).

Did rural sites tend to select alternative models more frequently than non-rural sites?

For the first round of CSRD funding in the Central Region, rural sites did not tend to select alternative models more frequently than non-rural sites. In fact, the majority of alternative model sites are in a Mid-size City (46.7%). Only 20 percent involve Small Towns.

How do the numbers and types of models selected by funded CSRD applicants in central region states compare to national applications?

Twenty-seven percent of the funded sites in the Central region selected an alternative model. This is comparable to the 25 percent of sites nationwide that selected a model not listed in the legislation or the two resource guides. The 15 schools in the study selected nine different alternative models described in Appendix B.

How did the non-funded applications in the Central Region compare to funded applications in type of model selected?

Analysis of the non-funded applications showed 52.3 percent had selected alternative models in contrast to 27 percent of the funded applications in the Central Region. There is a statistically significant difference in the portion of alternative model applications that were not funded and the portion of better-known models that were not funded.

Is technical assistance adequately addressed in alternative model applications and, in particular, what type of district support is indicated?

Yes, the most common types of district support given to sites that selected an alternative model were consultation and technical assistance (80%); professional development opportunities (66.7%); compilation, analysis, and reporting data on implementation and student achievement (53.3%); and flexibility in staff scheduling (40%). These were also the most common types of district support for sites that selected a better-known model suggesting no difference in district role to these sites.

How comprehensive are the reforms described in the applications from sites selecting alternative models (i.e. are the nine elements addressed)?

The highest assessed CSRD components across all of the sites that chose an alternative model were *comprehensive design with aligned components, support within the school*, and *external technical assistance*. The CSRD component that sites focused on the least was *coordination of resources*. Overall the alternative model applications were rated above the middle of the range. (Means ranged from 2.13 to 2.77.) Thus, no pattern of lack of comprehensiveness is obvious in this sample.

Based on this review of applications for CSRD funding in the Central Region, original concerns that rural schools might not be able to access better-known model developers, that applications including alternative models might be less comprehensive in approach, and that alternative model sites might have less access to technical assistance were not supported. The next phase, implementation of comprehensive reform, is far more critical and further studies will be needed to track this progress. As implementation progresses, alternative model sites will be studied to determine if and how their progress differs significantly from that of better-known model sites. Research should also monitor the role of district support in both kinds of models and help determine appropriate roles for service providers.

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Rubrics for Comprehensive School Reform Criteria for Alternative Model Study

INNOVATIVE STRATEGIES AND PROVEN METHODS

1	2	3
Proposed approach is based on strategies/ methods that have no connection to credible research or effective practices.	Proposed approach has strategies/methods that have a partial connection to credible research or effective practice or the research is of limited credibility.	Proposed approach has strategies and methods that have a clear connection to credible research or effective practices.

COMPREHENSIVE DESIGN

1	2	3
Proposed approach addresses only some aspects of school operations (e.g., curriculum, instruction, assessment, professional development, scheduling, teacher interactions, governance), and those addressed are not connected or work against each other.	Proposed approach addresses only some aspects of school operations (e.g., curriculum, instruction, assessment, professional development, scheduling, teacher interactions, governance) or the various aspects are addressed in a disconnected manner.	Proposed approach addresses and connects all aspects of school operations (e.g., curriculum, instruction, assessment, professional development, scheduling, teacher interactions, governance). The approach is coherent.

PROFESSIONAL DEVELOPMENT

1	2	3
Proposed approach indicates no consideration of the principles of high quality professional development.	Proposed approach indicates knowledge of and intent to use some of the principles of high quality professional development.	Proposed approach indicates intent to fully implement all the principles of high quality professional development.

MEASURABLE GOALS

1	2	3
Proposed approach does not clearly specify goals, or the goals specified are not measurable, or the goals are not tied to academic performance.	Some of the goals of the proposed approach are measurable and tied to academic performance.	All of the goals of the proposed approach are clearly stated, measurable, and directly tied to academic performance.

SUPPORT WITHIN THE SCHOOL

1	2	3
Proposed approach is supported by the administrator and/or a small number of staff. There is no indication that steps were taken to develop or determine staff support.	Proposed approach is clearly supported by the administrator and a majority of the staff. A limited attempt was made to develop or determine broad staff support.	Proposed approach has the support of nearly all members of the staff, faculty, and administration. Several actions were taken to develop and determine staff support.

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PARENT INVOLVEMENT

1	2	3
Proposed approach involves parents in limited ways (e.g., playing a minimal role in decision making, raising funds, attending parent-teacher conferences). There is little collaboration with or use of community resources.	Proposed approach includes parents as decision makers in a limited number of school decisions. Parents are involved in several ways, but their involvement may be limited or viewed in terms of what parents can do for the school (i.e., raise funds, attend conferences) rather than what school and parents together can do for children (i.e., support learning, communicate needs of families and students, advocate for the school in the community).	Proposed approach includes parents in a variety of meaningful ways (i.e., volunteers, decision-makers, learners, supporters of their children's learning, ambassadors to the larger community). Parent involvement is an integral part of the school's program. There is strong collaboration with and use of community resources.

COORDINATION OF RESOURCES

1	2	3
Proposed approach shows an intent to coordinate and reallocate resources but there is little specification as to how coordination and reallocation will occur.	Proposed approach includes some specific ways in which resources will be coordinated and reallocated. The link between allocation of resources and goals for improvement may not be clear.	Proposed approach has a specific plan for coordinating and reallocating resources. There is a clear link between resource allocation and goals for improving student learning.

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EVALUATION

1	2	3
Proposed approach includes no clear plan for evaluation or the evaluation plan is limited to only a few aspects of the program.	Proposed approach includes an evaluation plan that refers to formative and summative information but the plan makes limited reference to how the information will be used in meaningful ways to guide the program.	Proposed approach includes an evaluation plan that is fully integrated into the comprehensive reform plan. The evaluation provides data that is useful and the data are used to make program adjustments.

EXTERNAL SUPPORT AND ASSISTANCE

1	2	3
Proposed approach includes a link to external support and assistance but the link is not clearly specified. The proposed assistance is not clearly connected to needs of the school.	Proposed approach has a connection to external support providers. Although the link is clear, the roles are not yet completely clarified. The assistance is responsive to the needs of the school.	Proposed approach has a clear connection to external support providers. The roles of the district, school, and provider are clearly specified. Assistance is based on and designed to address the needs of the school.

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APPENDIX B: DESCRIPTION OF ALTERNATIVE MODELS STUDIED

Included in this appendix are brief descriptions of the alternative models that sites in this report selected as part of their CSRD reform program.

- California Early Literacy Learning
- Collaborative Literacy Intervention Program
- First Steps
- First Things First
- The Instruction and Learning Profile
- Jostens Renaissance
- The Learning Network
- Literacy Learning Coalition
- Nexus Cluster Model
- Project Construct

Model descriptions were taken directly from information provided on either the model's website or brochure, and in the case of the Nexus Cluster Model and Literacy Learning Coalition, from the CSRD application.

CALIFORNIA EARLY LITERACY LEARNING

Origin and Scope

California Early Literacy Learning (CELL) is a framework of professional development. CELL developed out of an extensive review of available programs that addressed the needs of a large group of children considered at risk of reading failure. CELL was piloted in 1994-95 and has since trained approximately 3,500 teachers who have in turn provided instruction for more than 177,000 children.

General Description

CELL is a professional development program designed to help teaching professionals strengthen their teaching strategies in reading and writing. Research-based teaching methodologies are organized into a framework for classroom instruction aimed at Pre-Kindergarten through Grade 3. CELL is designed to meet the individual needs and strengths of each child regardless of his/her skill level.

Teachers are trained to gradually decrease their teacher support to encourage student independence based on the student's demonstrated ability and teacher observations of student growth. High-level children are encouraged to continue their rapid progress while low-performing children are guided through their learning with continuous opportunities to acquire skills in a risk-free environment. Classrooms are structured around literacy related activities throughout the day to include oral language, phonology, higher-order thinking skills, and reading and writing activities (e.g., reading aloud, shared reading, guided reading, independent reading, interactive writing, and independent writing).

The training model for CELL is a peer coaching approach. A School-Based Planning Team participates in a series of planning activities and framework training sessions over the course of a year. The team supports the implementation of CELL by practicing the elements of the framework in the classroom, learning the theoretical constructs of early literacy, participating in training days, supporting colleagues, and reflecting on their own teaching.

In general the key elements of CELL are to increase the emphasis on reading and writing in the curriculum, focus on the professional development of teachers, support school reform and school restructuring, use essential reading and writing programs supported by scientific research, align teaching methods within and across grade levels, and use a capacity-building model.

Contact Information:
California Early Literacy Learning
104 State St. Suite M
Redlands, CA 92373
www.cell-exll.com

Origin and Scope

First Steps was initially developed in 1989 by the Education Department of Western Australia under the supervision of Alison Dewsbury in response to a call from the Western Australia Government to raise the standards of literacy. By 1994, 600 Australian elementary schools implemented First Steps at a whole school level. In addition, First Steps established a Consultancy Unit to provide professional development outside Australia. In 1998, the United States Department of Education selected First Steps as a research-based school reform model.

General Description

First Steps is based on the philosophy of developmental learning, linking the assessment of students' literacy to developmentally appropriate learning activities and instructional strategies. First Steps consists of three key elements. The first component is professional development. The First Steps Tutor Course is aimed at training teachers to become users, presenters, and follow-up support personnel of First Steps. The First Steps School-Based Course is focused on training school staff in one or more specific literacy focus areas.

The second component is follow-up support. First Step Tutors are trained to provide on-going support to classroom teachers. In addition, First Steps provides support through the establishment of professional networks, a quarterly newsletter publication, regional conferences and national videoconferences, and exclusive access to the First Steps Internet newsgroup.

Lastly, First Steps curriculum development consists of materials and strategies that provide for consistency and continuity of assessment, teaching and learning throughout the classroom, school, and district. First Steps creates a commonality of language that exists between teachers, principals, administrators, and the parent community. First Steps also has available several resource materials. The *Developmental Continua* maps students' development in reading, writing, spelling, and oral language. *Resource Books* in each of the literacy areas suggest how to help students experiencing difficulty and offer teaching strategies and assessment tools. In addition, *Parents as Partners in Education* books provide schools with the materials and strategies to involve parents in their children's literacy development.

Contact Information:
Kim McIntyre
First Steps / Heinemann
361 Hanover Street
Portsmouth, NH 0301-3912
www.heinemann.com/firststeps/network.html

JOSTENS RENAISSANCE

Origin and Scope

Minneapolis-based Jostens is a leading provider of products and services that help people celebrate achievement, reward performance, recognize service and commemorate experiences. Educators founded the Jostens Renaissance program in 1988.

General Description

Renaissance was created to recognize and award student performance, build school spirit and teacher enthusiasm, and increase community involvement in schools. The program provides awards and incentives to students for their academic progress and achievement. Recognition activities include awarding academic letters, letter jackets, academic gold, silver, and bronze cards good for school and community privileges and discounts, banquets, and special awards for improved GPA, attendance, and test scores. Every program is adapted to fit the needs and opportunities of the school and is based on the principles of performance, promotion, and partnership.

The Renaissance program targets student attendance, overall academic performance, graduation rates, and creation of a positive, safe school environment in which to learn. Benefits of the program include increased grade point averages and standardized test scores, higher attendance rates, and fewer disciplinary incidents. The Renaissance approach assumes that education is the business of the entire community—students, teachers, school administrators, parents, businesses, and community organizations and encourages the participation of them all.

Jostens offers products that can be used to reward student performance. However, schools are not required to purchase from Jostens to participate as a Renaissance school. In addition, there is no startup or annual fee paid to Jostens.

Contact Information:
Jostens Renaissance
5501 Norman Center Drive
Minneapolis, MN 55437
www.jostens.com

COLLABORATIVE LITERACY INTERVENTION PROJECT

Origin and Scope

The Collaborative Literacy Intervention Project (CLIP) was developed in the Tempe School District in Tempe, Arizona in partnership with Arizona State University and the Arizona State Department of Education. CLIP evolved out of a search for more effective ways to reach students who were struggling with reading. During the 1988-89 school year, Tempe representatives, Language Arts Director Mary Wigner, Reading Specialist Betty Tyler, Head of Funded Projects Dr. Julie Stout joined forces with Dr. Lyndon Searfoss from ASU, and Kathy Verville from the State Department and began to design the training and funding needed for official implementation during the 1989-90 school year. Since then CLIP has been implemented in sixteen sites and has trained over 2,000 teachers during the 1998-1999 school year.

General Description

CLIP is targeted at first grade students who are struggling in reading and writing. The overall goal is to improve the student's level of reading and writing to his/her grade level by developing "self extending systems of learning" which are sustained through the following school years. Each CLIP student receives 30 minutes of one-on-one instruction by a teacher trained in CLIP. Instruction emphasizes teaching through strengths utilizing scaffolding techniques, prompts for problem solving, and specific reinforcement. CLIP also stresses strong parent involvement.

CLIP is not only an intervention program for students but also acts as a training program for teachers. To be certified as a CLIP "Intervention Specialist," teachers must be trained by an authorized trainer from CLIP. Teacher training occurs over the period of a school year, and up to seven hours of graduate hours can be earned.

Contact Information:
CLIP
3205 Rural Road
Tempe, Arizona 85282
www.tempe3.k12.az.us/CLIP/

Origin and Scope

First Things First (FTF) is a whole-school reform framework developed by the Institute for Research and Reform over the past ten years and was initially published in 1996.

General Description

The First Things First framework is based on seven critical features that focus on students as well as adults. The features for students are as follows:

- *Lower student/adult ratios* by half during core instructional periods;
- *Provide continuity of care* by having the same group of adults within each school level remain with the same group of students (no more than 120 students) for extended periods of time during the school day for at least three years in elementary school, all middle school years, and at least two years in high school;
- *Set high, clear, and fair academic standards* that define clearly what all students will know and be able to do within and across key content areas by the time they leave high school and at points along the way in their school career; and
- *Provide enriched and diverse opportunities to learn* by making learning more authentic (active, cooperative, integrated, and real-world based); *to perform* by utilizing assessment strategies linked directly to standards that use multiple modes of learning and performance; and *to be recognized* by creating individual and collective incentives for student achievement and positive social behavior and leadership opportunities in academic and non-academic areas.

The features for adults are as follows:

- *Assure collective responsibility* by providing collective incentives and consequences for teaching teams and schools based on improvement in student performance;
- *Provide instructional autonomy* and supports to these teams of teachers such that they can develop instructional strategies that will best meet the individual and collective needs of their students; and
- *Allow for flexible allocation of available resources* by teams and schools based on instructional and interpersonal needs of students. Resources include people, instructional facilities, instructional planning and professional development time, and discretionary funds.

Overall, First Things First provides schools with a set of research-based changes associated with meaningful and dramatic improvement in student achievement and development. FTF is not a program, a process, or a list of guiding principles. Instead, it is a framework that identifies the conditions that must exist in a school for progress to occur.

Contact information:
IRRE
Kansas City Kansas Public Schools
625 Minnesota Ave
Kansas City, Kansas 66101
www.kckps.k12.ks.us/documents/ftf_wp/table1.html

THE INSTRUCTION AND LEARNING PROFILE

Origin and Scope

The Instruction and Learning Profile was developed in 1995 by Fellows at the Institute for Learning at the University of Pittsburgh in consultation with education researchers from the Learning Research and Development Center.

General Description

The Instruction and Learning Profile was designed to help schools analyze the quality of instruction and learning opportunities that they offer students. It is organized around eight Principles of Learning that were derived from research on learning and cognition. Each principle is briefly described below.

- *Organize for Effort* – Assumes that with sustained and directed effort all students can achieve. High minimum standards are set, and students' curriculum is geared toward these standards. In addition, each student is provided all the time and instruction needed to meet these standards.
- *Clear Expectations* – Expectations need to be clear to students, parents, school professionals, and the community for students to learn at high levels.
- *Recognition of Accomplishment* – Recognition is a characteristic of an effort-based school and should be organized so that each student meets real accomplishment criteria often enough to be recognized frequently.
- *Fair and Credible Evaluations* – Assessments need to be geared toward the standards and the curriculum being studied. In addition, they need to be credible to parents and the public.
- *Academic Rigor in a Thinking Curriculum* – The curriculum should be organized around major concepts in each discipline that students are expected to know thoroughly.
- *Accountable Talk* – Accountable talk sharpens students' thinking by reinforcing their ability to use knowledge. Accountable talk responds to and further develops what others have said in a group, demands knowledge that is accurate and relevant to the topic, uses evidence in ways appropriate to the discipline, and follows established norms of good reasoning.
- *Socializing Intelligence* – Functional intelligence is both a set of problem-solving and reasoning capabilities and the habits of mind that lead an individual to use them regularly. Educators can teach intelligence by calling on children to use the skills of intelligent thinking and by holding them responsible for doing so.
- *Learning as Apprenticeship* – The power of apprenticeship learning can be brought into schooling through the use of extended projects and presentations and by organizing learning environments so that complex thinking and production is modeled and analyzed.

Contact Information:
The Learning Research and Development Center
The University of Pittsburgh
3939 O' Hara Street
Pittsburgh, PA 15260
www.lrdc.pitt.edu

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PROJECT CONSTRUCT

Origin and Scope

The Missouri Department of Elementary and Secondary Education developed Project Construct in 1986. The Project Construct National Center was established in 1992 and supports educators with the implementation of the program. It is funded by the Department and housed at the University of Missouri-Columbia.

General Description

Project Construct is derived from a constructivist framework about how children learn and develop. This is the theoretical view that learners construct their own knowledge through interactions with their social and physical environments. Project Construct is geared toward preschool through the upper elementary grades and incorporates curricula that are linked to state and national curriculum standards. The program encourages teaching strategies and resources that have been validated by theories of learning and development.

The creation of building and classroom communities of learners is a key element of the Project Construct design. Classroom instruction is based on "hands-on, minds-on" learning experiences. Students attain deep understandings of core content areas and learn to be life-long problem solvers through collaborative work with adults and peers. In addition, a comprehensive, ongoing professional development program supports program implementation. Since its inception, the National Center has supported the professional development of thousands of educators through institutes, workshops, conferences, and on-site consultation.

Contact Information:
Project Construct National Center
University of Missouri-Columbia
27 South Tenth Street, Suite 202
Columbia, Missouri 65211-8010
www.projectconstruct.org

Origin and Scope

In 1992, Richard C. Owen Publishers created The Learning Network (TLN) to support schoolwide implementation of the Literacy Learning model. Over the past seven years, 150 schools have joined the network.

General Description

The Learning Network is a framework for helping schools organize for effective teaching and learning. It is based on principles of student-centered teaching and learning that are applicable across curriculum areas and grade levels. The Learning Network is based on the premise that good classroom practice (1) crosses curricula boundaries, (2) is applicable to any age group, (3) establishes consistent language and procedures throughout the schools, and (4) is based on considering teaching and learning a cyclic activity.

The Learning Network focuses on developing the school as a learning organization. To achieve this purpose, The Learning Network is

- Site-based: On-site observation is the most valuable because observation of classroom practice is critical in understanding and challenging teachers' current beliefs about teaching and learning;
- Theory-driven: Theory is made concrete through connections with classroom practice;
- On-going: Developing a cohesive theory occurs in small steps but the process will continue indefinitely; and
- Comprehensive: Schools will make changes and organize their school for teaching and learning that will fulfill state and district requirements.

A Learning Network School is characterized by

- Quality: The quality inherent in a cohesive unified theory of teaching and learning throughout the school;
- Consistency: The consistent application of theoretical principles not only from classroom to classroom, but from school to school and from region to region;
- Capacity: The capacity of individual teachers to meet the needs of all students for life-long learning and the capacity of the school as a whole to meet the needs of all teachers for life-long learning; and
- Interdependence: The independence of students to be responsible learners and the ability of the faculty to work and grow as a learning organization.

Contact Information:
Richard C. Owens Publishers Inc.
PO Box 585
Katonah, New York 10536
www.rcowen.com/TLNpgs.htm

NEXUS CLUSTER MODEL

Origin and Scope

The Education Trust in July 1994 proposed a standards-based professional development initiative. From this, the FIE Cluster Model was initiated in seven schools in the Pueblo, Colorado educational community. The Nexus Cluster Model is a locally developed model that has been adapted from the FIE Cluster.

General Description

The FIE Cluster Model is based on a foundation that makes standards the common language of the school, allows for students to participate in creating the curriculum, demands collaboration and consensus, and demands that professional development time and opportunities are made available on a regular basis. The model brings together cluster teams of teachers. The following adaptations were made to the FIE Cluster Model to develop the Nexus Cluster Model:

- A computer infrastructure will be used to bridge the distance gap between schools;
- Staff from a neighboring school implementing the FIE Model will act as mentors to faculty and staff of the school implementing the Nexus Cluster Model;
- A peer coaching model to communicate and start a dialogue will be used to allow more immediate feedback and input and a custom-tailored, one-to-one approach to mentoring;
- Computer videoconferencing capabilities will decrease the difficulty experienced in scheduling groups of teachers;
- The use of educational technology will expand the capabilities of faculty and staff in their personal goals development;
- Educational technology training opportunities will be made available to all faculty and staff; and
- Permanent substitute teachers will be hired to cover classes for faculty involved in training and dialogue.

The Nexus Cluster Model will make the link to the professional development focus of the FIE Model in a standards-driven environment. Integration of technology will facilitate the process and permanent substitute teachers will provide faculty with necessary time to develop their curriculum and assessment with peer coaches, or to develop products on their own, or to work on their personal growth plans. A Parent Advocate Model is included which provides two three-day training sessions, attendance at conferences and seminars, development of an on-going parental involvement project, and a two-year commitment to the school. Integrating the Parent Advocate Model to help parents understand standards and technology, training is made to all interested parents and community members.

Contact Information
Pueblo City School District #60
315 West 11th Street
Pueblo, CO 81003
719.549.7100

LITERACY LEARNING COALITION

Origin and Scope

The Literacy Learning Coalition is based on more than 30 years of classroom research in the New Zealand school system. It was originally implemented in the British Stanley Primary Schools and as the national program of literacy instruction in New Zealand. The model has since been replicated in several American schools in the last ten years.

General Description

The Literacy Learning Coalition assures the growth of every child through a program of individualized instruction and ongoing assessment of literacy. The theoretical foundation of the program is based on learning theory founded on the following 10 principles:

- Students develop at different rates and need individualized instruction;
- A literacy-focused program includes teacher-to-student interaction, as well as shared, guided, and independent instructional activities;
- Written language, oral language, and visual language are all related;
- Planning uninterrupted blocks of instructional time creates optimal conditions for student achievement;
- Materials and resources for literacy instruction need to be available and organized for student success;
- Teacher and learner "targets" include phonics strategies, comprehension strategies, and writing strategies;
- Effective classroom teaching is essential for student achievement in literacy;
- Professional development must be school-wide, ongoing, and aligned to student development and achievement;
- A consistent school-wide vocabulary of instruction insures consistency in instruction; and
- Principals' leadership must focus on the professional growth of each teacher through effective staff evaluation and supervision.

The foundational structure of the model is consistent across LLC schools, however the implementation timelines and assessment processes may vary. The goal is for each school to develop their own internal capacity for learning.

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Hayden, CO 81639
970.276.3864

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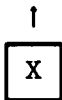| The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
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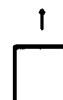
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